A Study of Experiences of Principals and Counsellors in Managing Children with Attention Deficit Hyperactivity Disorder in Regular Schools

SHORT SYNOPSIS

Submitted in partial fulfilment of the requirement of the degree of

DOCTOR OF PHILOSOPHY

by

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DECLARATION BY THE SCHOLAR

I hereby declare that the short synopsis in the area of **'A Study of Experiences of Principals and Counsellors in Managing Children with Attention Deficit Hyperactivity Disorder in Regular Schools'** isbeing submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in the Department of Education and Humanities under the Faculty of Education and Humanities of Manav Rachna University, Faridabad during the academic year 2023-2024.

It is the work that is expected to be carried out under the supervision of Dr. Savita Sharma, and Co-supervision of Dr Sneh Bansal. Further, it is certified that short synopsis is within the plagiarism limit and a copy of the same is attached as per university norms.

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CERTIFICATE BY SUPERVISOR(S)

This is to certify that, the short synopsis entitled '**A Study of Experiences of Principals and Counsellors in Managing Children with Attention Deficit Hyperactivity Disorder in Regular Schools'** is an original piece of work done by research scholar Songjukta Bagchi under the supervision of Dr. Savita Sharma, and Co-supervision of Dr Sneh Bansal, for the degree of Doctor of Philosophy in the Department of Education and Humanitiesunder the Faculty of Education and Humanities of Manav Rachna University, Faridabad during the academic year 2023-2024.

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Abstract

In the field of education, inclusivity is an emerging aspect in today's era.

Thus, to identify the scope of professional development with respect to school students having Attention Deficit Hyperactive Disorder (ADHD), this mix-method study hopes to capture the experiences, challenges, and insights of individuals who are directly responsible for the holistic development of children with ADHD in regular schools. Thus, this study's main objective is to work with the aspects of School Counselors and principals, who deal with challenges like identification, labeling, behavioral modification, and management of young students with special educational needs in regular schools on a daily basis, and overcome them. Essentially, to explore and understand their attitude, knowledge, experiences and challenges with respect to specifically managing children with Attention Deficit Hyperactive Disorder, is what this study seeks to captulate. The study which is based on the mix-model research design has a stronger inclination towards qualitative techniques. The tools to be used in this study are validated questionnaires and semi-structured interviews. The study's primary goal is to highlight and recapitulate the unheard voices and make them reach as many people as possible so that a safe space can be created for our society as a whole!

Keywords: Principals, Counselors, ADHD, Attention deficit hyperactive disorder, experiences, attitude, challenges.

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Introduction

"There was once a 7year girl named Gina, whose mother complained that since the last one year, Gina was seen to be overactive, inattentive, and even displayed disruptive behaviour. Some of the incidents recorded were hitting other children, erasing things on the blackboard, blurting out answers, and repetitively talking in class. She stated that Gina is constantly in motion, running, jumping, and darting from one classroom to another. She is mostly found inattentive in class and often makes the same mistakes repeatedly. Her mother also stated that she has difficulty organizing tasks and activities." (Baren,2018, case study: Abnormal psychology)

The above-stated lines could be a description of any active 7-year-old child. As we all know, children between 6-12 years, also known as the *school-age,* are physically active. They tend to meet new people, learn new skills, and most importantly, begin to adapt to newer environments (2015, Pearson, Child Psychology). Then what raises an alarm? What are the differentiating factors between a "normal" child and one with special needs? What are special needs and what can be done to help children with special needs? This study seeks to answer some of these basic questions. Let us proceed with one factor at a time.

As per the clinical diagnosis and functional development (Baren 2018), people with special needs refer to individuals who require assistance for disabilities that might be medical, physical, or psychological in nature. So, for a better understanding, in the words of child psychology, when a child's development does not match the milestones and a pattern can be observed in the child's behavior, actions, and thoughts, it could be an alarm for the presence of a disability. There are numerous types of disabilities that are recognized today, details of which will be taken up ahead in this study.

Jean Piaget and Lev Vygotsky are two of the most famous pioneers of the world of Child Psychology. Both made significant contributions to understanding the world from a child's perspective. Their prime focus was, however, on how a child learns. While Piaget's study is a comprehensive one divided into 4 stages, namely Sensory-motor, Pre-operational, Former Operational, and Concrete operational, where he states that human intelligence develops gradually across these stages as the child interacts with his/her environment and that's how cognitive development happens. Vygotsky on the other hand believed that the development of higher-order cognitive functions of a child comes directly from his environment and culture. s

In his opinion, parents, caregivers, peers, and cultural practices were the major pillars of development.

Thus, even though the theories were different, the one common thread in these theories that is to date prevalent is the fact that a child's environment is highly essential for his/her learning. From conception, the child starts absorbing things from his/her environment. Children are often seen copying adults, imitating actions, and repeating words. These are all examples of the fact that a child learns majorly from his/her environment.

Therefore, if we were to understand a child's learning environment and its characteristics, let us look the key elements of this environment.

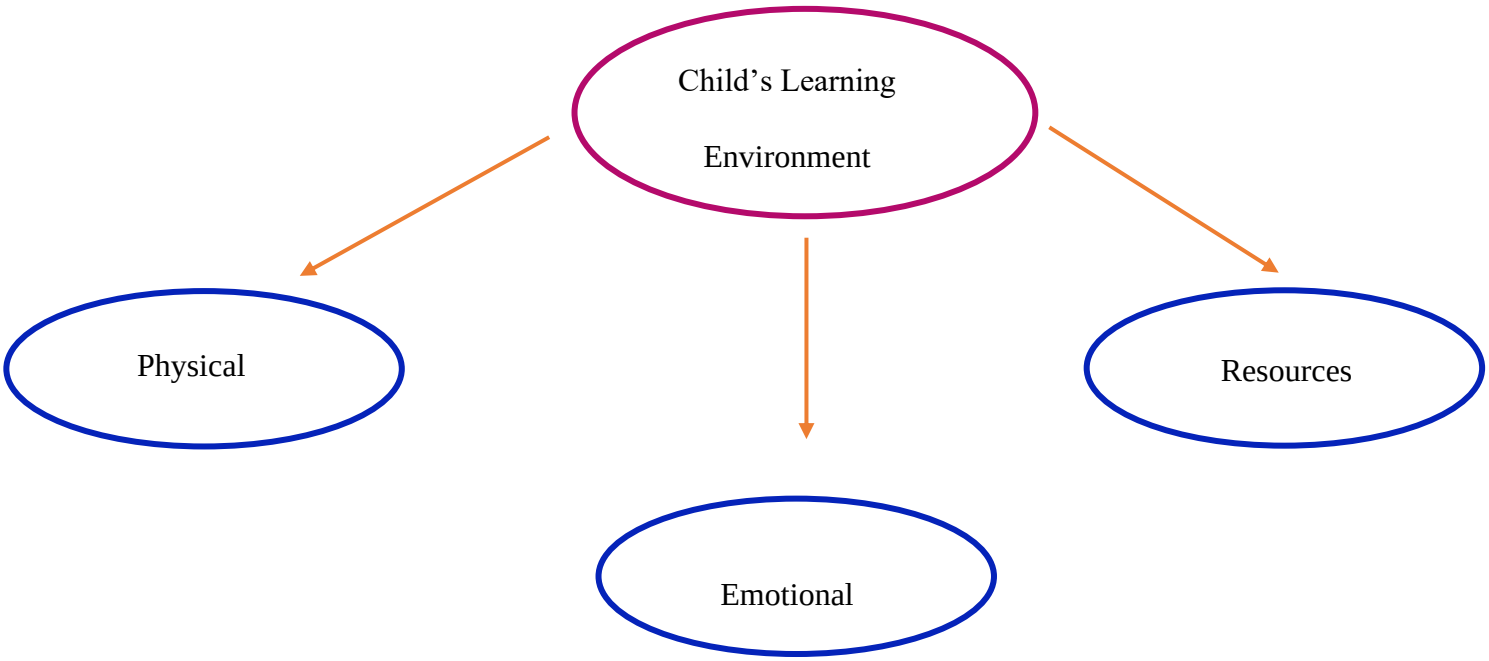

Figure outlining the key elements of a child's learning environment

Physical: In a child's physical learning environment, there are things like proper infrastructure, ventilation, and a distraction-free space that can help enhance the child's willingness to learn.

Emotional: The kind of emotional support, encouragement, and appreciation a child receives from his/her environment from his/her parents, teachers, school administration, and peers comprise a very major aspect of learning.

Resources: The availability of new and updated resources like learning material, proper technology, correct information, teaching techniques, etc are those factors that majorly form a child's learning environment.

Additionally, the role that adults play in the child's journey of learning is known to be the most essential aspect of development. It is only when all of the above domains work in a simultaneous and efficient manner, can a holistic learning environment for a child be truly achieved.

However, the task gets even more complicated when developmental disorders are involved. In these cases, the responsibility is to not only create an effective learning environment but also ensure that the child's special needs are adequately met. To understand this phenomenon better, let's look at what developmental disorders are.

1.1 Children with Special Needs (CWSN)

A child who requires special education and attention may be categorised as a CWSN or an SEN (*special educational need)* student. Such children may have difficulties ranging from physical to intellectual levels. The First Right of Persons with Disabilities Act (PwdAct of 1995) categorized these difficulties as disabilities, that too recognizing only 7 categories. However, after numerous reviews, the current scenario of schools stands at a threshold where the Right to Education Act 2009 and the Right to Persons with Disabilities RPwD Act 2016 now recognize disabilities of 21 types and also strongly dictate the accessibility to equal, compulsory, and free education for all including children with special needs. Thus, to ensure that the needs of these children are properly identified and appropriately addressed, the first step required was a proper reliable, and valid process of identification. To aid these challenges, the Ministry of School Education and Literacy, under the Ministry of Education, Government of India has introduced PRASHAST- a screening tool with

which disabilities and special education needs can be identified at the earliest in a fair, unbiased manner. Since this tool is based on the guidelines of the RPwD act, unfortunately, ADHD as a condition only finds expression along with Special Learning Disabilities. There is no place for this disorder in exclusivity, neither in the act nor in the tool, which thus, outlines a major existing gap in our education scenario.

1.2 Developmental Disorders

Often known as Childhood disorders include a broad category of issues marked by limitations in physical, cognitive, linguistic, and behavioral areas. They usually begin in childhood and have lasting impacts on a person's life. There are four basic categories of developmental disorders: those that affect the neurological system, the senses, metabolism, and degenerative diseases. Under these, various subsets are also known. Some of the common ones known are Autism, Attention Deficit Hyperactive Disorder (ADHD), Down Syndrome, Cerebral Palsy, Spina bifida, etc.

1.3 Attention Deficit Hyperactive Disorder(ADHD)

The American Psychiatric Association (APA) lays down a foundation document for better understanding and accurate knowledge of all mental health disorders, along with their diagnostic criterion and symptoms, etc. called the Diagnostic Statistical Manual. The most recent version of it being used is the DSM V-TR. This document can be considered to be the 'Bible' of sorts for the field of mental health.

Another document widely referred to is the International Classification of Diseases (ICD) whose tenth version is currently being used. This document is given by the WHO. In the Indian subcontinent, however, it is the DSM that is used and referred to. Thus, ADHD can be best understood from the following table, as defined by the Diagnostic Statistical Manual (DSM V).

DSM-5 Diagnostic Criteria for ADHD

Signs and/or actions that have lasted longer than six months in more than two environments (e.g., at home, at school, at church, or on the playground). Symptoms may have had an adverse effect on a person's ability to perform in school, in society, or at work. More than six symptoms are required in individuals under the age of 17, and more than five symptoms in people over the age of 17.

ADHD, commonly known as attention-deficit disorder, is a behavioural disorder with inattention, impulsivity, and, in some cases, hyperactivity that is typically initially identified in childhood. Primarily, there are three types or subsets of the disorder, namely the inattentive type, the hyperactive type or the combined type. Young ones might show signs that indicate hyperactivity, impulsivity, or inattention, or they may only display symptoms of one of these behaviours.

Inattentiveness (challenges with focusing and concentration) (struggles with paying attention)

The main determinants of inattentiveness include:

- being easily distracted and remitting little attention
- having a short attention span and being easily distracted
- committing silly and careless errors, like in schoolwork or homework
- appearing forgetful or losing things
- struggling to stick with laborious or time-consuming tasks
- appearing unable to hear or follow instructions
- constantly switching activities or tasks and having trouble organizing tasks.
-

The primary indicators of hyperactivity and impulsivity include:

- the limitation to keep oneself stationary, especially in calm or quiet settings
- continuous fidgeting
- inability to concentrate
- excessive physical movement,
- blurting out answers, talking out of turn, uncontrolled talking
- cannot wait for their own turn

- acting without considering the consequences,
- having little or no sense of danger.

The above few indicators can thus, be used to identify that Gina (above case study) actually has ADHD. Her symptoms of overactivity, inattentiveness, disruptive behavior, the tendency to blurt out answers, etc are a clear match with the list above.

It would not be wrong to say that Gina would also be facing difficulties in school and her academic performance may also be suffering due to her condition. These aspects point to the importance of this study. Understanding the difference between an inattentive child and an undisciplined child or a naughty child and a hyperactive child is essential to avoid situations of mislabelling or possibly neglecting the need for special education/attentional needs. A screening tool, here, would prove to be highly fruitful because its objectivity would leave no scope for error and on the basis of validated information urge all stakeholders to take immediate and appropriate action, for the development of the child.

As far as 'treatment' is concerned. ADHD is not like a physical ailment that can be 'cured or fixed'. Evidence-based research states that the condition can be significantly managed along with its symptoms and related deficits. For instance, numerous non-pharmacological techniques are also beneficial and generally effective drugs. Current clinical and neurobiological studies have the potential to advance diagnostic and treatment modalities for ADHD. (Faraone, Asherson et al, 2015)

Having correct knowledge of ADHD as a disorder can be extremely challenging to understand for everyone. Since the symptoms of this disorder are common to any young energetic child, it can often be misdiagnosed or just neglected, if not properly evaluated. Practitioners have to be extremely careful while observing the symptoms in early childhood for a proper diagnosis.

At the same time, with the current scenario of easy access to the internet and 'extra-woke' parents, simple childhood behaviors like being naughty or inattentive are being perceived as having ADHD. Thus, extra caution must be taken by all before using such terms.

1.4 Understanding ADHD in the current scenario

A study spoke about the fact that the lockdown worsened ADHD symptoms in kids and changed how kids and parents interacted, causing a lockdown to have an adverse effect on the children. (2021, Shah et al., National Library of Medicine).

Various articles, interviews, and surveys shed light on the impact of the coronavirus and the subsequent lockdowns on children with special needs. Parents, teachers, and practitioners have repeatedly pointed out that the most major loss has been faced by these children. Classrooms moved online due to the pandemic, and teachers took classes virtually but for these children, their physical environment, the tools, and direct face-to-face interactions comprise the most essential part of their learning. This sadly, could not be replicated online. For a child already struggling with attention issues, it is bizarre to expect him/her to patiently sit across a screen and follow instructions!

An article by Murali. M (2021), highlights some main challenges with the new-age technology-based education era. It states that one of the main concerns for children with special needs is that they have not been included in this struggle; they have been and still are on the periphery, For children with special needs, their challenges do not end with online classes. They also have to deal with various neurological and sensory issues that come with their specific disability, making the challenges

The loss faced due to the pandemic might still be recovered financially and socially, in the years to come, but, for these children, it can just be hoped that the loss they faced can be managed with vigorous training and extra care.

1.5 Who are the main respondents and why them?

"*Caregiver"* is defined as a person who gives care to other people, especially those who need assistance in completing regular chores in life, examples primarily include children, the elderly, and people who are sick. However, in current times, whoever is directly accountable for regulating the development of the child is considered to be a caregiver.

Therefore, people who are most likely to comprise this group are parents, teachers, counselors, special educators, NGO heads, and therapists. However, there has been

extensive work done in the field of understanding the experiences of parents and teachers who are responsible for children with special needs. However, the one aspect where a gap was seen was in capturing the views of school principals and counselors. Thus, the study seeks to focus on the role of the two main stakeholders in the school- School principals and counselors.

Principals, because any strong institution requires a strong leader. In schools, the principals are those leaders. Thus, to explore the current scope and creation of a holistic and inclusive environment for all students, principals are essential stakeholders of this study. Along with this, they are also the ones who face the battles head first, being responsible for an institution the challenges they face in keeping the team together and the smooth functioning of the institution and how they tackle those challenges, it'll be interesting to study the views of the principals.

Counselors, because the role of behavior modification and management is essentially that of a school counselor, who is ideally supposed to be employed after adequate knowledge and professional training. Thus, it'll be very interesting to understand their experiences, challenges, and the extent and scope of application of their knowledge in the current education scenario, especially after the online education scenarios post-COVID.

Since these individuals are already working in the field, so closely with children with disabilities as well as developmental disorders like ADHD, and assisting them in their day-to-day chores, their contribution to this study is invaluable. Each experience being unique and culturally laden is expected to provide a world of possibilities for this study's success.

1.6 Why this Study?

The Ministry of Education, in India, has come up with a revolutionary contribution to the field of education, called the National Education Policy 2020. Keeping in mind all challenges and events like the pandemic, the need for inclusion, and the need for advances in the field of education, they have introduced several rules, regulations, and norms. CWSN. Thus, the study seeks to explore and accumulate the effects of these norms in the existing education scenario.

For the main rationale of the study, several factors led to its finalization. Primarily, as mentioned above also, it has been noted in spite of all these revisions and evaluations, the

one disorder that seems to not have found its place, in Prashast or in the renowned act of RPwd (Rights of Persons with Disabilities) is ADHD. To summarise, even with so many advancements and newer policies that are being devised for the benefit of the students, the system still produces a gap when it comes to one of the most common childhood disorders- ADHD.

Possibly due to their characteristics, other disorders like Autism and Down syndrome can be easily recognized and managed. Help in the form of treatment and techniques is available. In Delhi NCR itself, there are several institutions that are very closely working with children with Autism. ADHD, however, does not have the same resources. A platform was required where, as a developmental disorder ADHD also can be studied, analyzed, and managed.

Thus, to cater to these leading gaps that arose after the extensive review conducted of the past studies and current scenarios, such a study was designed. Itshaa main aim is to rightfully investigate and report its findings as accurately as possible.

Literature Review

- A study conducted by Dr. Pradeep Shyam Ranjan and Anula Jain, in 2020, titled *Role of family pathology and home environment in ADHD*, reveals a strong positive relationship between the development of ADHD and psychosocial variables like one's home environment. The data was collected using standardized scales like the Family Pathology scale, and Home Environment inventory from around 100 school students in Uttar Pradesh. This proves to be a significant contribution by the authors to prove that in the development of a disorder, environmental factors have a huge role to play.

- In a study done by Bai-Jin Hung and Xuan-Y Huang in 2009 in Taiwan, it was concluded that the teachers who deal with children with ADHD need to be given a chance to express their experiences, emotions, and struggles. The study was based mostly on the qualitative phenomenological nature of research. The data was mostly collected through tools like semi-structured interviews and focus group discussions. It was seen that there were major themes that emerged from the study that spoke *about parental responsibilities, mental distress, family strife, a lack of a sufficient social system (including spouses and other family members), and coping mechanisms (cognitive, social, and emotional).* The authors elaborately outlined the increasing need for professional training in schools and other educational institutions.

- In a study conducted in 2020, by Gail Tripp, Saskia Van der Oord and team themed on *Integrating Empirical Research on Learning and Motivation into Treatment: How to Improve Behavioural Parent and Teacher Training for Children with ADHD*, it can be seen that the authors have devised effective designs to improve the management of ADHD in childhood, in forms of a program called 'behavioral parent and teacher training' (BPT). This training is based on evidence-based psychosocial techniques effective for school children. The techniques included reinforcement schedules, motivation-based processes like reward and punishment-based sensitivity, etc. The study was not entirely completed in terms of analyzing results, however proving to be a great attempt in the field of development of new age treatment modules, giving way for future research to continue keeping this as the theoretical base.

- The article by Miller and the Child Mind Institute, published in 2019, titled ‘Behavioral treatments for kids with ADHD’ is an important tool to understand the effective techniques and tools that are highly successful and contemporarily used in the field by parents and caregivers in the states of Canada. In this, the developmental disorder has been very simply yet scientifically explained which further reinstates that a condition like ADHD is best managed by a combination of medication and therapy. Further, some noteworthy classroom techniques recommended are “Daily report card”, “time out” and “Daily planner”. For attention problems, learning specialists have been recommended. The article concludes that more than the technicality of the tools and therapies, parents’ and teachers’ time, patience, and involvement are the most essential.

- An online study conducted by Sandeep Grover and their team, in 2020, in India, titled ‘Impact of COVID-19 on Mental Health of Children & Adolescents: A Bibliometric Assessment of Global Publications’ was conducted to test the effects of the global pandemic (Covid 19) on children and adolescents with ADHD. The study concludes with some clear indications of a sharp rise in the worsening of ADHD symptoms in children and adolescents. The tool used in this study was an online survey. Additionally, according to the continuity care model, a “two-week text chain” along with additional reading material and optional helpline service was provided. The study very clearly captures the sharp increase in negative effects faced by caregivers nationwide during the pandemic.

- Hasan Al-Omari, Mohammad A.r Al-Motlaq, and Hanan AL-Modallal conducted a study titled "*Knowledge of and Attitude Towards ADHD Within Primary Level school teachers in Jordan*," in 2016 aimed to test the level of awareness, knowledge, and kind of attitude toward children with ADHD. The results demonstrated a gap in understanding across teachers on all facets of the causes and treatment of ADHD. A lot of misconceptions about the origins and treatment of ADHD were observed to arise, as was teachers' attitude towards students with ADHD, which was also less positive than anticipated. The absence of studies on the illness, the lack of pre-service teachers receiving training on ADHD, and the lack of studies overall. The findings highlight the necessity of developing special programmes aimed at school teachers and modifying pre-service teachers' preparation to meet the requirements of kids with ADHD. This goes on to further substantiate the need for this current study as it aims to contribute to

the world of school education, a functional training module for the effective management of ADHD.

- In an interesting study conducted by Matheswaran, R et al (2017) titled 'Effectiveness of movement-based intervention for students with learning disorder ld and attention deficit hyperactivity disorder adhd an experimental study' aimed to find the effects of Movement Based Interventions (MBI) on children with ADHD and Learning Disorders. MBI is an extensive model that includes various exercises and activities specially designed to enhance activities by activating various parts of the brain and improving grip and fine motor control. The study was extensive as after randomly choosing a sample of 5 government schools in Karnataka, the students were given a 14-week-long interventional schedule where all these activities and exercises were done with them. The pre-test and post-test techniques of assessment was used and it was concluded that MBI module exercises significantly contributed to minimizing distraction and maximizing the attention span in students with ADHD and LD.

- In a study conducted by Dutta et al, in 2017, the team aimed to test and see the effectiveness of the multimodal and therapeutic approach in the treatment of ADHD. The major findings of the study were that both behavioral and multimodal therapeutic approaches were found to be effective in reducing the severity of ADHD core symptoms. Mothers were seen to be benefitting more from these therapeutic techniques as compared to the fathers and the need of more parental awareness and involvement was highlighted. Both these techniques helped to reduce the parental anxiety trait levels. The multimodal therapy techniques showed pronounces efficacy in enhancing the general well-being of parents.

- A qualitative approach was adopted by David and Datta, 2014, in a study titled 'Elementary teacher perspectives of ADHD in classrooms' in the city of Bangalore, India. The primary respondents were teachers and data was obtained through in-depth interviews, observations, questionnaires, and vignettes. A matrix-based method for ordering and synthesizing data was used wherein recurring motifs in the text were recognized as themes and sub-themes. The results show that most of the teachers had moderate knowledge about the disorder and almost all of them reported feelings of "pressure, burden, added responsibility" if they were given children with ADHD in

their classrooms. Some suggestions that were offered by this study were 1) the need for effective communication between parents, teachers, and the school. 2) Establishment of trust to facilitate a positive and caring environment for the child. 3) Proper training of staff, teachers, and parents by trained professionals to have adequate knowledge about the disorder.

- A study by Dos Reis et al, in 2010, titled 'Stigmatising experiences of parents of children with the new diagnosis of ADHD', aimed to capture the feelings and struggles of parents in the African American culture. A qualitative approach was taken where the sample was randomly selected and semi-structured interviews were conducted to collect the data. Once collected, the data was intricately analyzed and specific codes were drawn out from all the interviews. Six major themes that emerged after analysis were majorly along the areas of labelling worries, loneliness and rejection in societal settings, and a dismissive society, being the top three issues. The impact of unfavourable public perception, a lack of confidence in medical skills, and exposure to negative media were the other three.

- A study was conducted in 2017 by Guerra, Tiwari, et al titled "Examining Teachers' Understanding of Attention Deficit Hyperactivity Disorder. Examining the teacher's knowledge, preconceptions, and worries towards pupils with ADHD was the study's main objective. The data was collected from around 173 school teachers across 5 elementary schools in South Texas using standardized scales like the Knowledge of Attention Deficit Disorder scales (KADDS). A mix- method approach was used to infer the data, and thus the study concluded that the majority of teachers' teacher-preparation programmes failed to include training on ADHD-related themes for students. They highlighted inadequate administrative support and restricted access to professional development as the main barriers keeping such developmental conditions out of their classrooms. According to the study's discoveries, it is essential that teachers acquire advanced training in the signs, symptoms, and remedial options of ADHD and other related attention-based problems given the rise in the number of pupils with the disorder.

- Soerqvist conducted a study in 2017, based on the theme *of the burdens experienced by caregivers of children with ADHD or Austim before and after an internet-based intervention.* The purpose of this study was to investigate how receiving Internet-Based Support and Coaching (IBSC) for young people changed the carers' experiences and reactions. Multiple descriptive case designs were employed as the technique. where the caregivers selected were given questionnaires to fill. The analysis methods used were statistical analysis, case reports, and qualitative content analysis. Results indicated that the caregivers did not face major problems when the persons were still young. Most of them reported feelings of fear and worry for the future when the caregivers would no longer be around for assistance. It was also noted that the transition from childhood to adulthood is the most stressful for the caregiver and thus suggestions were made by this study to make that aspect an important study for the future.

- Toye, Wilson et al conducted a study in 2018, highlighting *the importance of information and stigma in education professionals' attitudes towards including kids with ADHD*. This study aimed to fulfill two major goals- a) to contrast discrepancies in understanding, stigmatized views of ADHD, and inclusions of children with ADHD amongst the group of elementary educators, especially in the primary sections across the Scottish education systems. The group consisted comprising school administrators, teaching assistants, educational psychologists, classroom teachers, etc. The second goal (b) was to explore and study the relationship between information, viewpoints, and taboo. The data was collected from around 135 participants, 83% of whom were females. Results of the study showed that psychologists showed lesser stigma and more inclusive attitudes than the other professions. It was also strongly highlighted that there needs to be a cost-effective training system present in place, for every educational institution, to specifically train the support staff. Thus, this study confirms the need for this current study in the region of the Indian subcontinent to test the current conditions.

- In an article by Frankle, titled ‘ADHD and Learning Covid 19’ it was seen that the effects of the new-age shift of learning techniques like virtual classrooms were relatively more severe on children with ADHD. The parents also reported feelings of apprehension and confusion regarding medicine dosage due to lack of medical assistance as most of the doctors were heavily involved in helping with battling Covid. Several suggestions were offered by this article like regularly reviewing and updating

a child's Individualized Education Plan, exploring new software and teaching aids that could be simplified and tried at home, quality time and physical involvement of parents etc. Most importantly, the article urges the readers to have empathy to understand the extra burden young children with ADHD would be facing due to the loss of physical teaching environments and thus, try and help out wherever possible. This article sheds light on one aspect, that is, the scenario at home. Therefore, it is even more imperative for us to assess and see the existing conditions in school and understand the challenges there.

- In 2017, a study was conducted by Latouche et al *based on enhancing teachers' self-efficacy and awareness of ADHD through in-service training* across 300 schools in the Sydney metropolitan area. The study mainly aimed to evaluate the efficiency of a brief workshop for elementary teachers' in-service training. A quasi-experimental, quantitative, repeated-measures research design was adopted. Results demonstrated that the understanding and self-efficacy of primary school teachers could potentially improve with a quick session. The training and expertise of instructors on the condition and other childhood disorders, in general, showed a notable discrepancy.

Therefore, after an in-depth study of the previous resources and work done worldwide, it can majorly be noted that ADHD is a condition that has not been well managed in classrooms and schools yet. Psychosocial agents like a child's surroundings are crucial to their growth. School is the second most important component in a child's life and day by day, the aim of the education systems worldwide is towards inclusivity. Inclusion refers to education being accessible and available to all. To ensure a healthy school environment to enable learning and development for all children, especially the ones with special needs, challenges need to be understood, analysed and solved. Thus, this study is aimed that analysis and management.

Operational Definitions

1) ***Experiences:*** real-world exposure to and examination of events and facts. It can also be described as an event or occurrence that has left behind an impression on a person.

2) ***Principal***: The main person/ head of any unit or organization. In this case, the school.

3) ***Counselor***: an expert who works in foundational years (primary, middle and high schools) to offer academic, professional, university access/affordability/admission, and is proficient in offering socio-emotional support to all students through a school counselling programme.

4) ***ADHD***: Attention deficit Hyperactive Disorder; a neurodevelopmental disorder that usually begins in childhood. People with ADHD may struggle with managing impulsive behaviours, staying focused, or refraining from being overly active.

5) ***Treatment of ADHD***: ADHD can be best managed by a combination of medication, behavior therapy, skills training, and specialized teacher-parent training programs.

Objectives

1. To study the attitude of school principals and counselors towards management of students with ADHD in regular schools.

2. To study the level of knowledge of school principals and counselors involved in working with children with ADHD.

3. To accumulate and analyze the experiences of school principals and counselors with respect to children with ADHD and its facets in the classrooms.

4. To investigate the challenges perceived by the principals and school counselors in managing children with ADHD in schools.

5. To analyze the best practices adapted by the principals and school counselors in managing children with ADHD.

Research Methodology

Logically, we recognise that research is an innovative and methodical process of labour done to enhance the "stock of knowledge." It encompasses planning, the gathering, organisation, and analysis of material to deepen our grasp of a subject or situation. For any research to be carried out effectively, the research design has to be carefully chosen (2022, research definitions and keywords, Wikipedia web).

The research design is the broad technique adopted to conduct research and establishes a clear and logical framework to address predetermined research questions through the gathering, interpreting, analysing, and debating of data. (2014, King and Minium).

This study is a descriptive exploratory study based on a mixed-method approach. The study is a blend of quantitative and qualitative aspects, however with a heavier inclination towards qualitative tools and techniques.

Establishing responses to the "whys and hows" of the phenomena inquiry is the focus of a qualitative research design. This method of study is often defined as being subjective and not objective in nature. The findings of this study are mostly in written formats as opposed to rigid numbers like in quantitative techniques. There is more scope for gathering in-depth knowledge about things in this method as it seeks to follow no rigid structure. It’s mostly used in studies involving thoughts, opinions, behaviors, social trends, and human emotion-based phenomena.

Since this study aims to capture and understand the day-to-day experiences, challenges, opinions,and learnings of the caregivers who are directly involved in the regular activities of children with special needs, a qualitative research design is more suited than a quantitative onebecause it will also ensure a dynamic platform that will be able to truly capture the uniqueness and diversity of the data, which is a highly essential facet in this study as each child is highly unique in him/herself.

Population of the study

For this study, the main population to be included is that ofschool counselors and principals of all the schools in Delhi NCR, which have children with special needs and especially ADHD enrolled and studying with them.

Sample of the study

The sample to be studied for this research would be 50 school counselors and 50 school principals, belonging to regular schools from different zones in Delhi NCR, who have children with special needs especially ADHD enrolled and studying in their school.

Sampling Technique.

The sampling techniques to be used for this study are:

Stratified and Purposive Sampling Techniques: *Stratified* refers to a system of sampling where the previous participants are divided into smaller groups or 'stratas' . Here, in this study, Delhi NCR is being divided into 5 stratas, namely the zones, Thus, the East zone, West zone, North Zone, South Zone and Central Zone will be the stratas from where the samples are going to be chosen from each of them. *Purposive Sampling* refers to the sampling technique where the participants selected for the study serve a purpose. They are not randomly selected on probability and are appointed only because of a certain criterion.

Tools:

The tools to be used in this study are:

1. *Questionnaires:* A series of questions written and circulated, specifically devised for a study or to understand a phenomenon.

2. *Semi-structured interviews:* Unlike the rigid format of a structured interview which does not allow any scope of digression, a semi-structured interview is a face-to-face interaction between a person asking questions and another answering, but with more scope of flexibility. This method allows the flow of new ideas, opinions, and discussions even if it originally was not part of the plan. Here, the interviewer has major themes that are to be explored.

Let us now look at the steps that are involved ahead in this study:

Data Collection

The data, for this study, will be collected in two phases.

First phase: In this preliminary stage, using techniques of purposive sampling, school counsellors and principals will be identified and asked to fill out the questionnaires. These questionnaires will be validated by experts to capture exactly what this study aims to capture. The snowball technique of sampling will also be essential at this stage to maximize the reach of these questionnaires to the community of these respondents.

Second Phase: Once the questionnaires are filled out, the process of shortlisting the candidates for the interview and discussion rounds will happen. Among the vast number of entries received, a filtered few will be selected to qualify for the further steps of interviews and discussions. The interview and discussion rounds are aimed at capturing the in-depth opinions and thoughts of the participants. This is a highly essential and crucial step as there will be the scope of gathering insights and experiences from the practitioners who are directly involved and working in the field and have used or are currently using Prashast in their schools. For the focus group discussions, people from various cultures and differing experiences will be called in, so that a detailed and comparative analysis can be done.

Another major aspect of this study involves a detailed study of the various existing policy documents, previously done major work, case studies, and best practices used and recorded worldwide. Various therapeutic models, practitioner testimonials, and ADHD management manuals are to be vigorously assessed to understand where the world stands with respect to its struggle with ADHD.

Finally, once all of these techniques are used and considerable data is collected, this study aims to accumulate and report all its findings. The main goal of the last phase is to shed light on the challenges and suggestions which would emerge from the field. This would help in spreading awareness and correct knowledge of ADHD for one and all.

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A Study of Experiences of Principals and Counsellors in Managing Children with Attention Deficit Hyperactivity Disorder in Regular Schools

SHORT SYNOPSIS

by

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Year 2023

Abstract

In the field of education, inclusivity is an emerging aspect in today's era.

Thus, to identify the scope of professional development with respect to school students having Attention Deficit Hyperactive Disorder (ADHD), this mix-method study hopes to capture the experiences, challenges, and insights of individuals who are directly responsible for the holistic development of children with ADHD in regular schools. Thus, this study's main objective is to work with the aspects of School Counselors and principals, who deal with challenges like identification, labeling, behavioral modification, and management of young students with special educational needs in regular schools on a daily basis, and overcome them. Essentially,

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